

Mizuki Mazzotta
Department of Russian and East Asian Languages and Cultures
Emory University
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Course: JPN 301 Advanced Conversation and Composition

Introduction:

I changed an existing Japanese language course, JPN 301, by adding new contents -- composing *haiku* and collaborative online international learning to integrate sustainability in a language course.

Haiku

Haiku is Japanese poetry consisting of seventeen syllables arranged 5-7-5 which typically describes a moment the author perceived in reference to the season. Students will read classic *haiku* to explore how Japanese people perceived nature in the past and analyze the differences between the descriptions of each season in classic *haiku* and the current seasonal conditions caused by the climate change. Students will also compose their original *haiku* which requires them to observe nature, feel the seasonal changes, and interconnectedness of people and nature.

This course includes one inter-departmental collaborative event, Haiku and Jazz Evening. JPN 301 students and students in a jazz course will gather at a location on campus that is suitable for feeling nature and reflecting on the interconnectedness of nature and people. JPN 301 students will compose *haiku* and then jazz students will improvise music to accompany each *haiku*.

Collaborative Online International Learning (COIL)

JPN 301 students will engage in collaborative online learning with students of Soka University (Tokyo, Japan) to develop understanding of each other's culture, multilingual intercultural communicative competence, and to explore new ways to promote SDGs in their communities through a cross-cultural lens. It is hoped that students discover a shared sense of responsibility for creating a sustainable and inclusive world.

Hidden objectives of this course are for students to:

- (1) increase awareness about the interconnectedness between people and nature
- (2) learn about Emory's efforts towards SDGs
- (3) engage in conversations with people of different linguistic and cultural backgrounds to address shared sustainability issues

JPN301: Advanced Conversation & Composition

Fall 2023



Instructor: **Dr. Mizuki Mazzotta** マツオッタ瑞幾 • mmazzot@emory.edu

Office: Modern Languages Building #318 • Phone: (404) 727-2518

Office Hours: _____

Time and Room: TuTh 5:30PM – 6:45PM, Modern Languages Building # 201

Course Description

Welcome to JPN 301 Advanced Conversation and Composition! JPN301 is a continuation of JPN 202, and students will continue to develop their Japanese language proficiency and understanding of Japanese culture.

The overarching goal of this course is aligned with the University's Strategic Plan Goal III – to provide students opportunities to become conscientious, compassionate, and active global citizens. This course is designed to achieve this goal through: (1) structured language instructions to develop Japanese proficiency necessary for intercultural communication; (2) international learning experience based on the COIL (Collaborative Online International Learning) model to apply language skills in authentic contexts and develop intercultural communicative competence (i.e., the ability to create and maintain relationships, the ability to communicate with minimal distortion, and the ability to collaborate toward common goals¹; and (3) composing *haiku* (Japanese poetry about nature consisting of 17 syllables) as an integrative method to develop language proficiency, understand Japanese perception of nature, and raise

¹ From: Fantini, A. (2020). Language: An essential component of intercultural communicative competence. In J. Jackson (Ed.), *The Routledge Handbook of Language and Intercultural Communication* (2nd edition, pp. 267–282). Routledge.

awareness on the interconnectedness of nature and people, and hence the importance of sustainability. See pp. 8-9 for details on the COIL activities.

This course consists of two required class meetings on Tuesdays and Thursdays, and one required event, Haiku Jazz Evening.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Demonstrate knowledge of vocabulary, grammatical structures, conversational patterns, and kanji introduced in *Genki* Lessons 21-23 and *Quartet* Lessons 1-2.
- Interpret spoken and written texts consisting of vocabulary and grammatical structures introduced in this course
- Speak with clear and easy to understand pronunciation in a spontaneous conversation in Japanese
- Compose texts as a social practice (i.e. not as a grammar and vocabulary practice) using vocabulary and grammatical structures in this course
- Compose *haiku*
- Discuss various topics and express opinions in Japanese
- Enhance their cross-cultural understanding
- Develop intercultural communicative competence and telecollaborative competence
- Develop qualities of global citizens

Course Prerequisites

Students will be required to pass JPN 202 prior to enrollment in JPN 301.

Required Textbooks

Banno, E. et al. 2020. *Genki II: An Integrated Course in Elementary Japanese (3rd ed.)*. Tokyo: Japan Times. ISBN978-4-7890-1732-9

Banno, E. et al. 2020. *Genki II Workbook (3rd ed.)*. Tokyo: Japan Times. ISBN978-4-7890-1733-6

※ Only 3rd edition of *Genki II* is acceptable

Sakamoto, Tadashi. et al. 2019. *Quartet: Intermediate Japanese Across the Four Language Skills*, (1st ed.). Tokyo: the Japan Times. ISBN978-4-7890-1695-7

Sakamoto, Tadashi. et al. 2019. *Quartet: Intermediate Japanese Across the Four Language Skills*, (1st ed.). Tokyo: the Japan Times. ISBN978-4-7890-1696-4

- These books are available at Emory Bookstore for your purchase.
- Electronic versions of *Genki II* textbook and workbook are available through Library Course Reserves (Canvas home page → Library Course Reserves → View Item). If you are going to use the electronic version, it is strongly recommended that you download the necessary chapter PDF in advance. Emory library has access to 3 copies of these books, which means that only 3 Emory members can access them concurrently. Please note that not being able to access the books is not a legitimate reason for missing assignment due dates.

- You can access *Genki II* accompanying audio files through an app called OTO Navi (available for both iPhone and Android).

Grading

The final grade in JPN 301 will be determined in accordance with the following criteria:

A = 100.00 – 93.00	B+ = 89.99 - 87.00	C+ = 79.99 - 77.00	D+ = 69.99 - 67.00
A- = 92.99 – 90.00	B = 86.99 - 83.00	C = 76.99 - 73.00	D = 66.99 - 63.00
	B- = 82.99 - 80.00	C- = 72.99 - 70.00	F = 62.99 - 0

Attendance & Active Participation	10%
Homework Assignments	5%
<i>Haiku</i> (facilitator 3%, weekly posting 2%)	5%
COIL Activities (self-introduction 3%, presentation 5%, comments 5%, collaborative presentation 10%, reflective essay 3%)	26%
Quizzes	6%
Midterm Exam 1	15%
Midterm Exam 2	15%
Final Exam	15%
Event Participation (<i>Haiku Jazz Evening</i> 2%, another event 1%)	3%

Remarks

- Communication:** I will use your Emory email for all course related correspondence, and it is your responsibility to check your Emory email regularly.
- Attendance Policy:** The key to successful completion of this course lies in regular attendance. Therefore, a commitment to consistent and punctual attendance is expected. You are allowed two absences without penalty; use these absence privileges for reasons such as unexpected internet issues, illness, emergencies, legal obligations, job interviews, and doctor’s appointments. After two absences, 1% per absence will be deducted from the final course grade with three tardies considered equivalent to an absence.

The instructor will take roll at the beginning of each class meeting. If you do not respond at that time, you will be counted as “tardy.” In addition, if a student leaves before the class ends, or temporarily leave the session by more than 10 minutes, it will be considered as one tardy. If a student misses 25 minutes or more, it will be considered as an absence.

Exceptions to the policy above can be made if a student’s OUE advisor requests the instructor for support. OUE advisors typically contact instructors when a student missed several classes because of situations of a serious nature such as bereavement and severe illness supported by medical documentation supplied to OUE.
- Religious Accommodation Policy:** Students seeking academic accommodations for religious observance should submit their requests to the instructor by email as early as possible in advance. If you have questions or concerns about your request, you may contact

the university’s Office of Spiritual and Religious Life (OSRL), the Ombuds Office, or the Office of Institutional Equity and Compliance (OIEC). Academic accommodations for religious observance do not relieve students of responsibility for the completion of any part of the coursework they may miss as the result of a religious observance. [Policy Manager - MCN Healthcare \(ellucid.com\)](#). The instructor will make reasonable efforts to accommodate student absences due to participation in religious observances and students may receive additional penalty-free absence days.

- 4. Class Participation:** Students are expected to actively participate in the class. Your participation will be evaluated based on preparedness, quantity of interactions, and quality of interactions following the rubric below.

5	Outstanding	Frequently volunteers to answer questions Frequently asks thoughtful questions or makes thoughtful comments Always appears to be well-prepared and answers questions accurately Always participates in pair/group activities actively Always appears to be paying attention
4.65	Very Good	Sometimes volunteers to answer questions Sometimes ask thoughtful questions or makes thoughtful comments Often appears to be well-prepared and answers questions accurately Always participates in pair/group activities actively Always appears to be paying attention
4	Good	Rarely/never volunteers to answer questions Rarely/never asks thoughtful questions or makes thoughtful comments Appears to be well-prepared and answers questions accurately most of the time Participates in pair/group activities actively most of the time Appears to be paying attention most of the time
3	Needs Improvement	Occasionally appears to be well-prepared and answers questions accurately Sometimes participates in pair/group activities actively
0		No participation

- 5. Assignments:** No collaboration is allowed on assignments unless otherwise instructed. Students may look at the course textbook, their own class notes, and course materials provided by their instructor. However, looking at any other materials (e.g., someone else’s answers) and extensive use of online tools are not allowed.

The instructor will provide detailed instructions of each assignment in Canvas. The deadline for all assignments is 11:59 pm (EDT) on the due date.

Assignments submitted by the late submission deadline shown in Canvas will receive 50% of the grade and no credit will be given after that point. The three lowest scores will be dropped at the end of the semester so that your grade won’t be lowered in the event you have to miss the submission deadline due to extenuating circumstances (e.g., severe illness, internet issues).

6. **Quizzes:** Students are required to take quizzes in the classroom or in Canvas. Students will have three opportunities to take each Canvas online quiz until the deadline and the highest score will be recorded. The deadline for all online quizzes is 11:59 pm (EDT) on the due date. No make-up quiz will be given. However, the three lowest scores will be dropped at the end of the semester so that your grade won't be lowered in the event you have to miss quizzes due to extenuating circumstances.
7. **Exams and Test:** All exams and tests are closed-book and proctored by the instructor during the regular class time or final exam time designated by the university. Exam/test absence policy is shown below. Students who fail to take exams/test at the scheduled time should contact the instructor immediately.
8. **Absences from Tests:** Students who fail to take a test during the scheduled time due to extenuating circumstances (e.g., sudden severe illness, car accident, family emergencies, etc.) with adequate documentation (e.g., an excused absence form sent by an OUE advisor to the instructor) may make up the test without penalty. Students who cannot provide an adequate document may be allowed to make up a test with a 20%-point deduction.

For legitimate reasons known in advance (e.g., university-sponsored events), students **MUST** notify their instructor at least **ONE WEEK** before the test date and schedule an alternate date for the test. If a student fails to inform the instructor in advance, then they will receive a 20%-point deduction.

Example: A student overslept and missed the speaking test, but they contacted the instructor immediately after their scheduled test time. Then, they took the make-up test and earned 80 points out of 100 points.

80 points – 20 points = 60 points (This score will be entered in the grade book)

9. **Absences from Examinations:** A student who fails to take any required midterm or final examination at the scheduled time may not make up the examination without written permission from a dean in the Office for Undergraduate Education. Permission will be granted only for illness or other compelling reasons, such as participation in scheduled events off-campus as an official representative of the University. [Absences \(emory.edu\)](http://college.emory.edu/oues/absences)
10. **Final Exam Alternate Date/Time:** Students who have three exams scheduled may request an alternate exam date for one course to reduce the number of exams in a calendar day to two exams.

If you would like to request an alternate date, please notify the course instructor at least one week before the exam date by submitting the following form with an OUE staff signature. It is the student's responsibility to submit this form to the course instructor in a timely fashion. The exam given on an alternate date/time may be a version different from the one the rest of the class receives.

<http://college.emory.edu/oues/documents/resource-a-to-z-files/three-exams-one-day.pdf>

Honor Code Statement

The Emory Undergraduate Academic Honor Code is in effect throughout the semester. The Honor Code applies to any action or inaction that fails to meet the communal expectations of academic integrity. Students should strive to excel in their academic pursuits in a just way with honesty and fairness in mind and avoid all instances of cheating, lying, plagiarizing, or engaging in other acts that violate the Honor Code. Such violations undermine both the individual pursuit of knowledge and the collective trust of the Emory community. Students who violate the Honor Code may be subject to failure of the course, a reportable record, suspension, permanent expulsion, or a combination of these and other sanctions. The Honor Code may be reviewed at: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>.

Dissemination of Content Related to the Course

Lectures and other classroom presentations presented through video conferencing and other materials posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited unless the instructor clearly states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of state or federal law, such as the Copyright Act (The Honor Code Appendix 3, Academic Misconduct in the Remote Learning Environment).

Accessibility and Accommodations

As the instructor of this course, I endeavor to provide an inclusive learning environment. I want every student to succeed. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is your responsibility to request accommodations. In order to receive consideration for reasonable accommodations, you must [register with the DAS](#). Accommodations cannot be retroactively applied so you need to contact DAS as early as possible and contact me as early as possible in the semester to discuss the plan for implementation of your accommodations. For additional information about accessibility and accommodations, please contact the Department of Accessibility Services at (404) 727-9877 or accessibility@emory.edu.

Course Evaluation

Your constructive assessment of this course plays an indispensable role in shaping education at Emory University. Upon completing the course, please take time to fill out the online course evaluation.

Collaborative Online International Learning (COIL) Activities

COIL is a model for teaching and learning that promotes the development of intercultural competence through a shared online multicultural learning environment. In addition, our activities are designed as language exchange to promote the development of each other's target language.

<i>Institutions</i>	Emory University	Soka University (Tokyo, Japan)
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<i>Courses</i>	JPN 301: Advanced Conversation and Composition	English Seminar, Department of Primary Education
<i>Professors</i>	Mizuki Mazzotta	Yutaka Yamauchi
<i>Technological Tools</i>	Padlet, email, Zoom	
<i>Languages</i>	Japanese and English	

COIL collaboration between Emory students and Soka students will progress through the four phases of the COIL model below.

<i>Phases</i>	<i>Activities</i>	<i>Language</i>	<i>Tools</i>
Team building/ developing trust	Students post their self-introduction videos on Padlet. Potential topics to include are your hometown, major, hobby, interests, and books that you like. Video length: 2-3 minutes		
	-Soka students post their self-introduction videos in English -Emory students post their comments in English	English	Padlet
	-Emory students post their self-introduction videos in Japanese -Soka students post their comments in Japanese	Japanese	Padlet
Comparative discussion	Students will prepare a video presentation of their school and typical day to deepen their understanding of Japanese and American college life. Students may talk about what they like about their school, their school's efforts toward achieving SDGs, their favorite spots on campus in addition to explaining their typical school day. After watching each other's presentation, students will post their comments. Video length: 4-5 minutes		
	<u>On Japanese School Culture: 創価大学・私の一日</u> -Soka students will prepare video presentations on Soka University and their typical day -Emory students post their comments in English	English	Padlet
	<u>On American School Culture: エモリー大学・私の一日</u> -Emory students will prepare video presentations on Emory University and their typical day -Soka students post their comments in Japanese	Japanese	Padlet

Collaborative project work	<p>Emory students and Soka students will collaboratively prepare a bilingual presentation to compare and contrast Japanese culture and American culture. Each group (or pair) consists of one Soka student and one or two Emory students. Presentation topics are as follows:</p> <p><u>American and Japanese college life</u></p> <ul style="list-style-type: none"> -entrance exam and admission process -club activities -special courses:ゼミ and honors thesis course -internship -teaching certificate courses and practicum -job hunting -school drinking culture -part-time jobs for college students <p><u>American and Japanese views:</u></p> <ul style="list-style-type: none"> -on anime -on the use of generative AI <p><u>American and Japanese perspectives on education and learning</u></p> <ul style="list-style-type: none"> -language learning methods and strategies <p>Video length: 10 minutes</p>		
	Each group/pair will work collaboratively to prepare a bilingual presentation of their assigned topic, record the presentation, and submit it to their course instructor.	English and Japanese	Email, Zoom, etc.
Concluding	<ul style="list-style-type: none"> -Students will view everyone's presentation in their classroom. -Presenters will lead class discussion following the viewing of their presentation. 	English and Japanese	In-person

COURSE SCHEDULE
Detailed weekly schedule and assignments will be published on Canvas

WK	Date		Topics
1	8/24	木	<ul style="list-style-type: none"> -Course Introduction (COIL, <i>Haiku</i> explanation) -<i>Quartet</i> Lesson 1 自己紹介の練習

2	8/29	火	- <i>Genki</i> Lesson 21
	8/31	木	- <i>Genki</i> Lesson 21
3	9/5	火	- <i>Genki</i> Lesson 21
	9/7	木	- <i>Genki</i> Lesson 21
4	9/12	火	- <i>Genki</i> Lesson 21
	9/14	木	- <i>Genki</i> Lesson 22
5	9/19	火	- <i>Genki</i> Lesson 22
	9/21	木	- <i>Genki</i> Lesson 22
6	9/26	火	- <i>Genki</i> Lesson 22
	9/28	木	- <i>Genki</i> Lesson 22
7	10/3	火	Midterm Exam 1
	10/5	木	- <i>Genki</i> Lesson 23
8	10/10	火	NO CLASS (Fall break, 10/9-10/10)
	10/12	木	- <i>Genki</i> Lesson 23
9	10/17	火	- <i>Genki</i> Lesson 23
	10/19	木	- <i>Genki</i> Lesson 23 - <i>Quartet</i> Lesson 1
10	10/24	火	- <i>Quartet</i> Lesson 1
	10/26	木	- <i>Quartet</i> Lesson 1
11	10/31	火	- <i>Quartet</i> Lesson 1
	11/2	木	- <i>Quartet</i> Lesson 1
12	11/7	火	Midterm Exam 2
	11/9	木	- <i>Quartet</i> Lesson 2
13	11/14	火	- <i>Quartet</i> Lesson 2
	11/16	木	- <i>Quartet</i> Lesson 2
14	11/21	火	- <i>Quartet</i> Lesson 2

	11/23	木	NO CLASS (Thanksgiving Break 11/22-11/24)
15	11/28	火	-Collaborative Project Presentation and Discussion
	11/30	木	-Collaborative Project Presentation and Discussion -Course Evaluation
16	12/5	火	-Course wrap-up (Last day of class)
	12/12	火	Final Exam, 6:30pm-

The course syllabus provides a general plan for the course; deviations may be necessary.